

FIG. 2

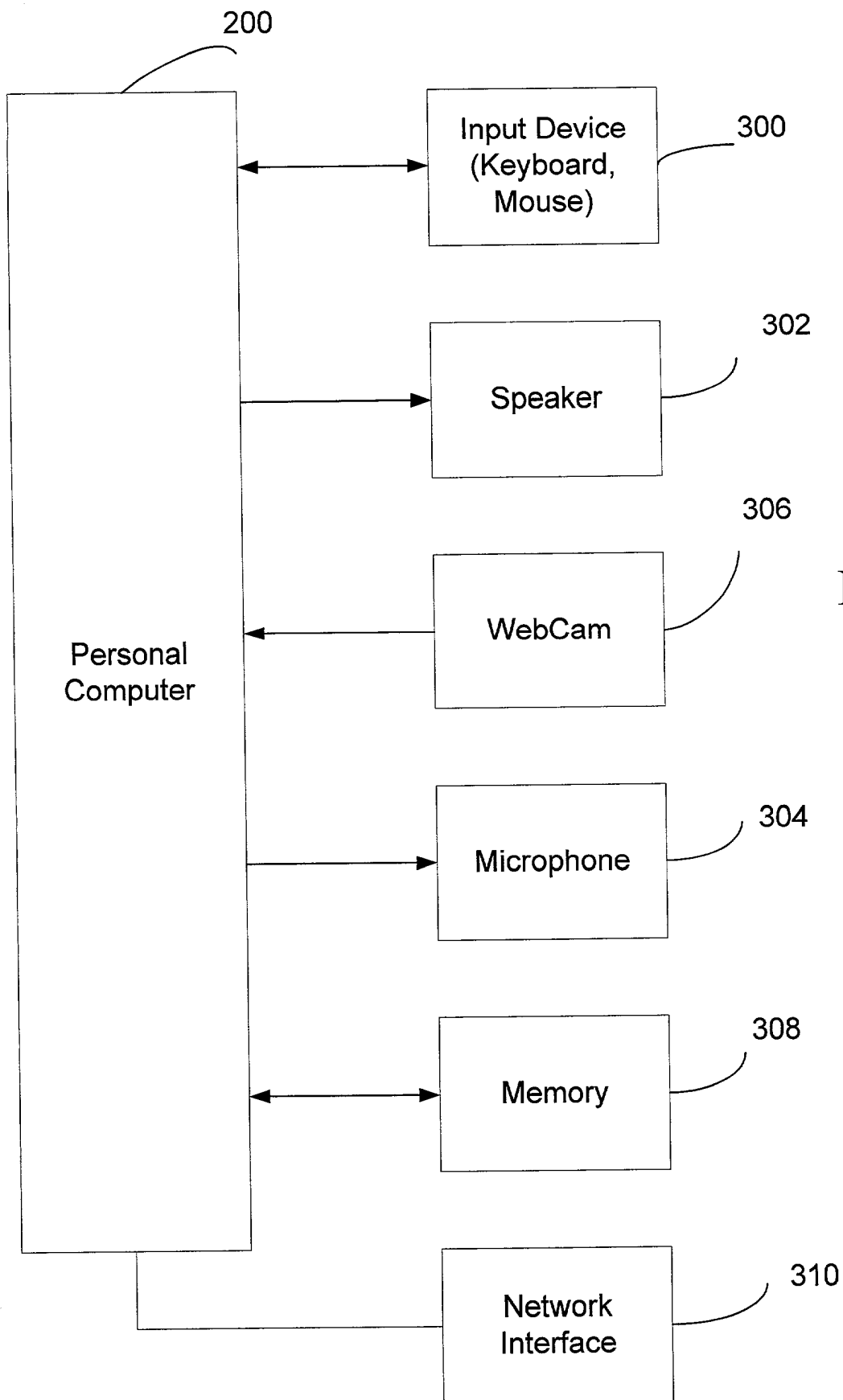


FIG. 3A

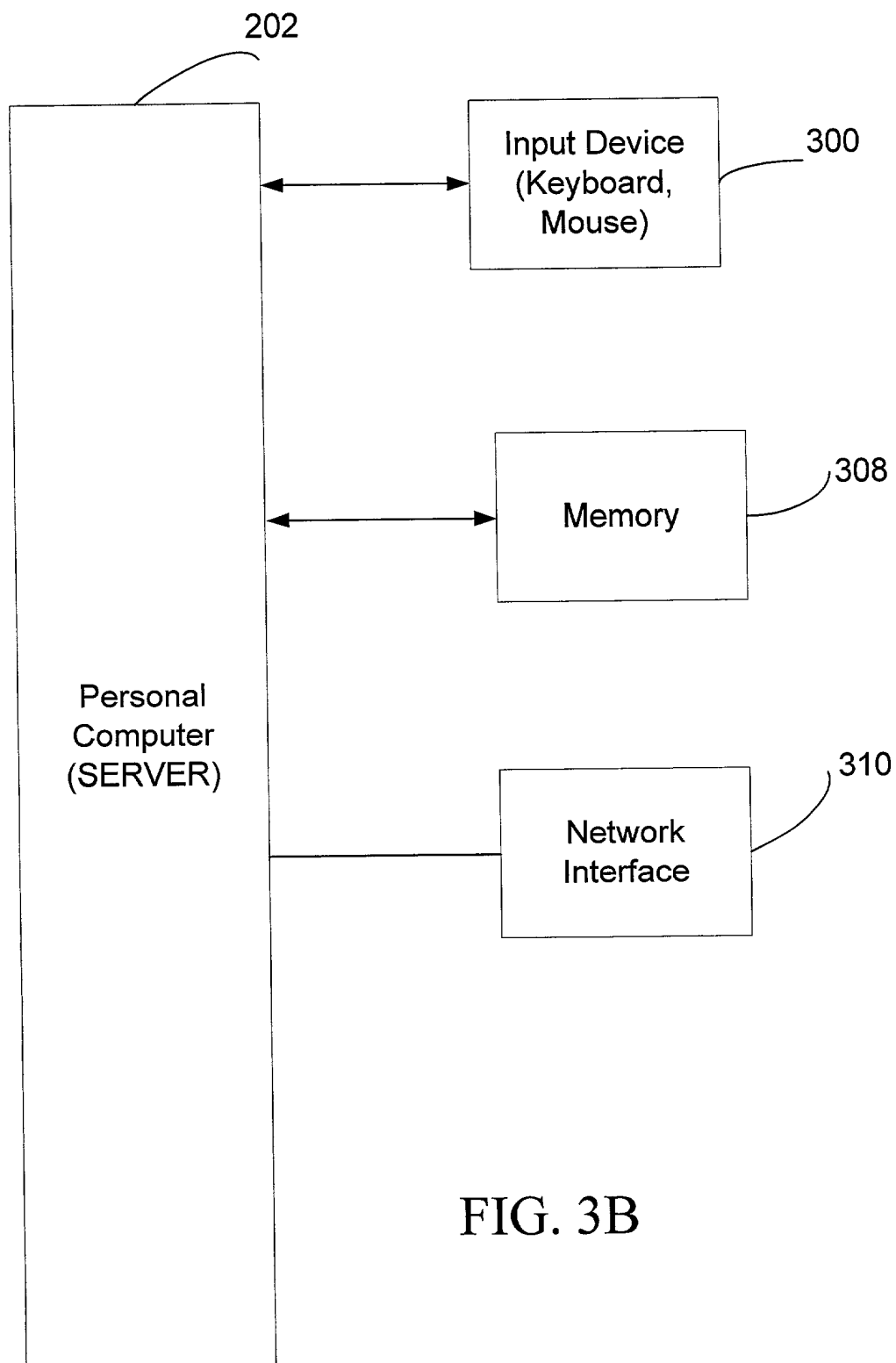


FIG. 3B

FIG. 4

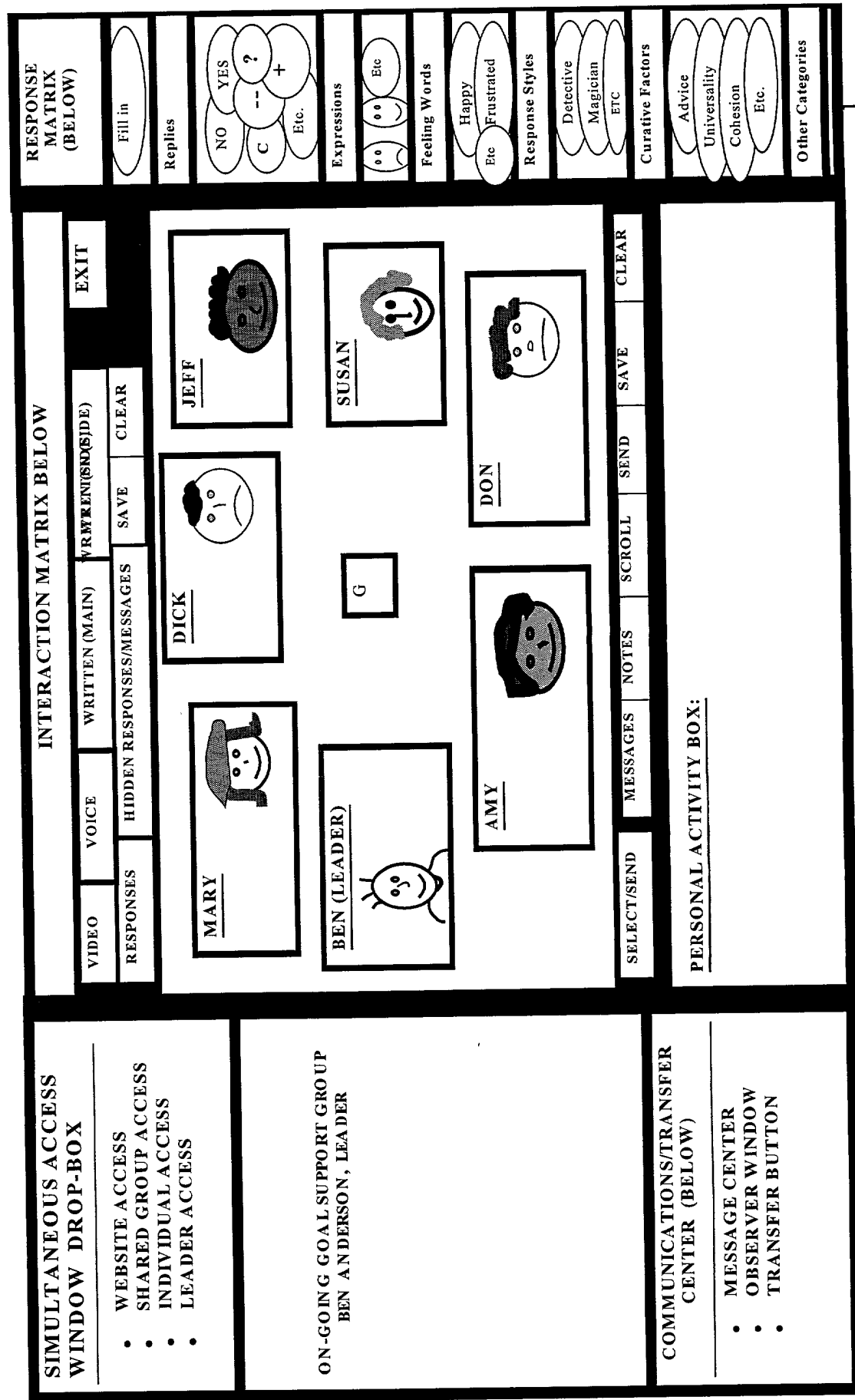


FIG. 5A

FIG. 5A

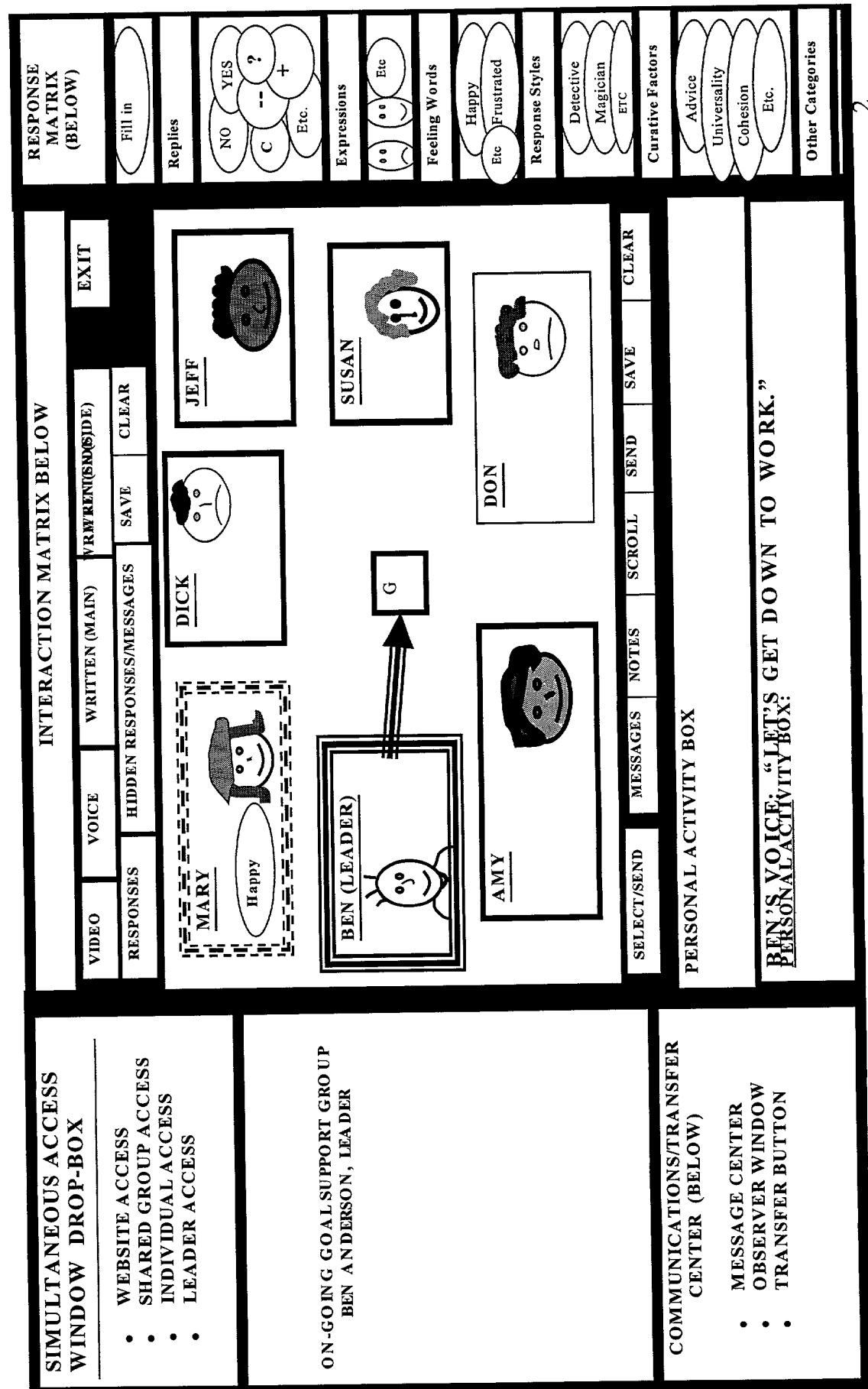
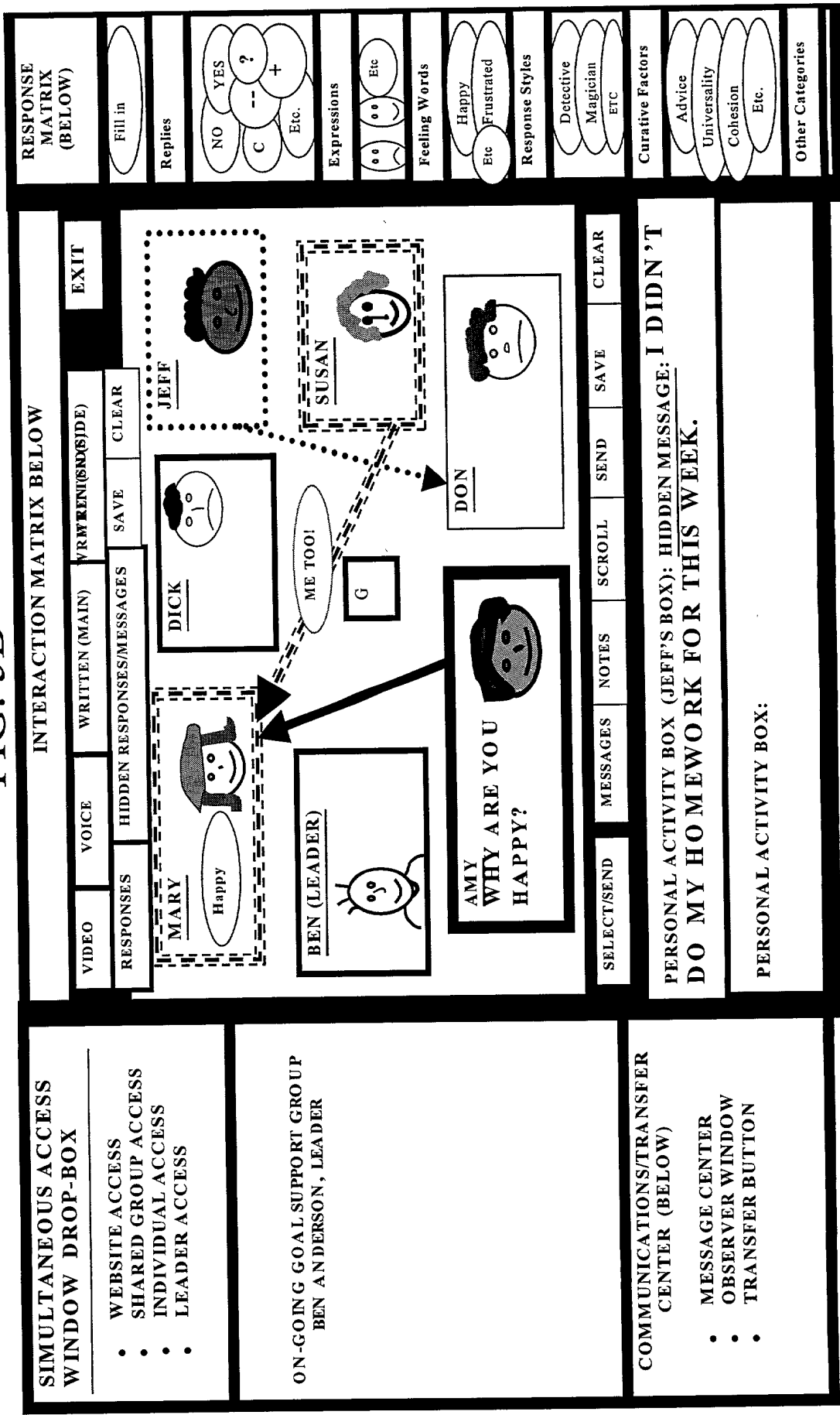


FIG. 5B

FIG. 5B



SIMULTANEOUS ACCESS WINDOW DROP-BOX

- WEBSITE ACCESS
- SHARED GROUP ACCESS
- INDIVIDUAL ACCESS
- LEADER ACCESS

ON-GOING GOAL SUPPORT GROUP
BEN ANDERSON, LEADER

COMMUNICATIONS/TRANSFER CENTER (BELOW)

- MESSAGE CENTER
- OBSERVER WINDOW
- TRANSFER BUTTON

λ	λ^2	λ^3	λ^4	λ^5	λ^6	λ^7	λ^8	λ^9	λ^{10}	λ^{11}	λ^{12}	λ^{13}	λ^{14}	λ^{15}	λ^{16}	λ^{17}	λ^{18}	λ^{19}	λ^{20}
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	4	8	16	32	64	128	256	512	1024	2048	4096	8192	16384	32768	65536	131072	262144	524288	1048576
3	9	27	81	243	729	2187	6561	19683	59049	177147	531441	1594323	4782969	14348907	43046721	129139161	387420507	1162261521	3486784563
4	16	64	256	1024	4096	16384	65536	262144	1048576	4194304	16777216	67108864	268435456	1073741824	4294967040	17179869440	68813926400	274558136832	1098240000000
5	25	125	625	3125	15625	78125	390625	1953125	9765625	48828125	244140625	1220703125	6103515625	30517578125	152587890625	762939453125	3814697265625	19073486328125	95367431640625
6	36	216	1296	7776	46656	279936	1679616	10077696	60466176	362793024	2176778176	13060669056	78364014720	470184088320	2821104529920	16926627179520	101559763077120	609358578462720	3656151290772480
7	49	343	2401	16807	117649	823543	5724253	39969769	279696383	1953533681	13674735769	95723150385	670062052695	4690434368865	32833040582055	229831284074385	1608818988520695	11261732919644865	78832130437514055
8	64	512	4096	32768	262144	2097152	16777216	134217728	1073741824	8589932032	68719456256	549755650048	4398045200384	35184361603072	281474892824576	2251799142596608	18014393140772864	144115145126182912	1152921161009463296
9	81	729	6561	59049	531441	4782969	43046721	387420507	3486784563	31381070661	282329837949	2540968541541	22868716873869	205818451864821	1852366066783389	16671294601050501	150041651409454509	1350374862685090581	12153373764165815229
10	100	1000	10000	100000	1000000	10000000	100000000	1000000000	10000000000	100000000000	1000000000000	10000000000000	100000000000000	1000000000000000	10000000000000000	100000000000000000	1000000000000000000	10000000000000000000	100000000000000000000

4

Variable	Mean	Standard Deviation	Minimum	Maximum	Skewness	Kurtosis	Normality Test
Age	35.2	12.5	20	65	0.15	3.2	0.98
Gender	0.55	0.50	0	1	-0.05	3.0	0.99
Education	12.5	2.5	9	16	0.20	3.5	0.97
Income	15000	8000	5000	35000	0.30	4.0	0.95
Health	0.85	0.10	0.5	1.0	-0.10	3.1	0.99
Stress	4.5	1.5	1	7	0.25	3.8	0.96
Life Satisfaction	5.5	1.0	3	7	-0.15	3.3	0.98
Work Satisfaction	4.0	1.2	2	6	0.10	3.4	0.97
Family Satisfaction	5.0	1.1	3	7	-0.05	3.2	0.99
Community Satisfaction	4.5	1.3	2	7	0.15	3.6	0.96
Overall Satisfaction	4.8	1.2	2	7	0.10	3.5	0.97

5

[illegible]6

FIG. 6C

FIG. 6C

SIMULTANEOUS ACCESS WINDOW
(BELOW)

CUSTOMER SERVICE TRAINING
MODULE: TAKING COMPLAINTS

- GET IDENTIFYING
INFORMATION ABOUT THE
CALLER
- DESCRIBE CLEARLY
SITUATION CALLER IS
COMPLAINING ABOUT
- TELL CALLER WHAT YOU
ARE GOING TO DO ABOUT
THE PROBLEM
- MAKE A NOTE IN THE
CALLER'S COMPUTER
RECORD ABOUT THE CALL
- ROUTE THE COMPLAINT TO
THE APPROPRIATE
DEPARTMENT.

COMMUNICATIONS/TRANSFER
CENTER (BELOW)

INTERACTION MATRIX BELOW

VIDEO

VOICE

WRITTEN (MAIN)

WRITTEN(SIDE)

RESPONSES

HIDDEN RESPONSES/MESSAGES

SURROUND & SEND

MARY

BEN (LEADER):

AMY

G

SUSAN

DON

JEFF
IT SAYS, "TELL CALLER
WHAT YOU ARE GOING
TO DO ABOUT THE
PROBLEM". DO WE
REALLY HAVE ANY
AUTHORITY TO SAY WE
WILL DO SOMETHING?

MESSAGES

NOTES

SCROLL

SEND

SAVE

CLEAR

JEFF'S PERSONAL ACTIVITY BOX:

RESPONSE
MATRIX
(BELOW)

Fill in

Replies

NO YES
C -- ?
Etc.

Expressions

Feeling Words

Happy
Frustrated
Etc

Response Styles

Detective
Magician
ETC

Curative Factors

Advice
Universality
Cohesion
Etc.

Other Categories

FIG. 7

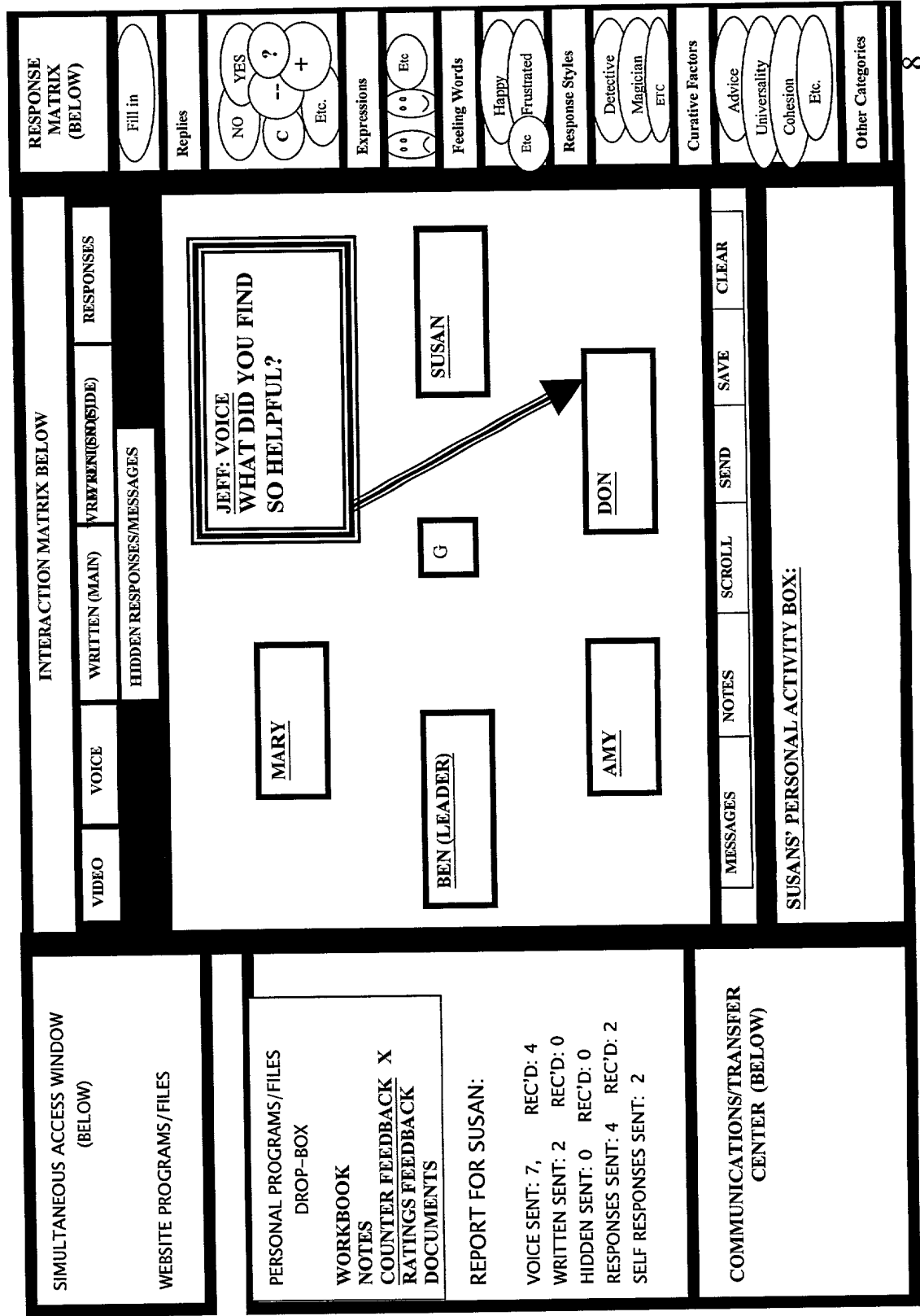


FIG. 8

**SIMULTANEOUS ACCESS WINDOW
(BELOW)**

INTERACTION MATRIX BELOW

VIDEO	VOICE	WRITTEN (MAIN)	WRITTEN(SIDE)	RESPONSES
HIDDEN RESPONSES/MESSAGES				

**RESPONSE MATRIX
(BELOW)**

INTEGRATED WHO LE SELF MODEL

COMMUNICATIONS/TRANSFER CENTER (BELOW)

RATE HOW HELPFUL THIS GROUP HAS BEEN ON SCALE FROM 1 TO 9

PERSONAL ACTIVITY BOX:

MESSAGES	NOTES	SCROLL	SEND	SAVE	CLEAR
----------	-------	--------	------	------	-------

RESPONSE MATRIX (BELOW)

Fill in
Replies
NO YES C ? Etc. +
Expressions (••) (••) Etc.
Feeling Words Happy Frustrated Etc.
Response Styles Detective Magician ETC
Curative Factors Advice Universality Cohesion Etc.
Other Categories

FIG. 9

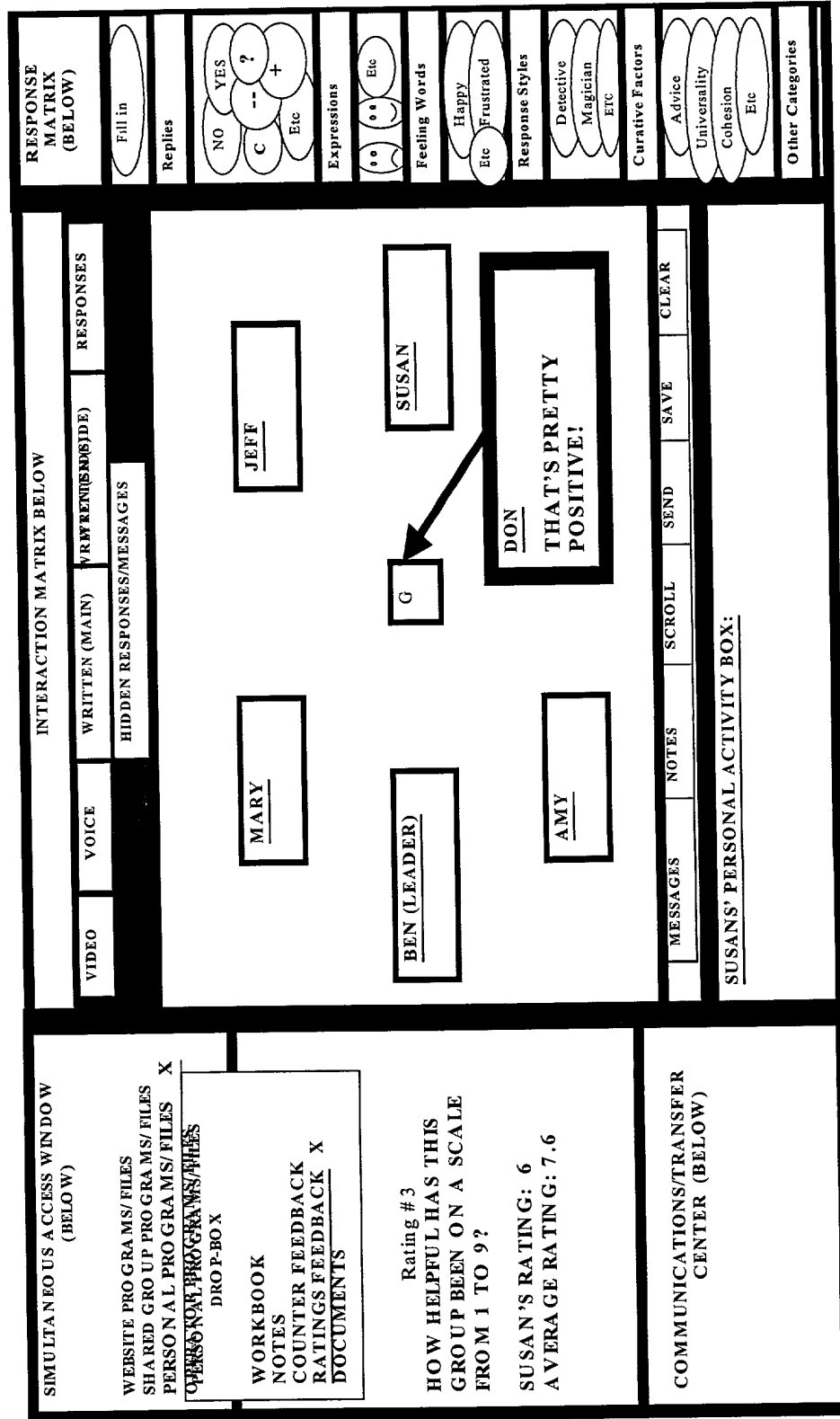


FIG. 10

SIMULTANEOUS ACCESS WINDOW (BELOW) (GROUP PROGRAMS /CLOSED CHAT-ROOM// PERSONAL WORKBOOK/INTERNET ACCESS/ SHARED DOCUMENTS/SCHEDULER /ETC.)		INTERACTION MATRIX BELOW <table border="1"> <tr> <td>VIDEO</td> <td>VOICE</td> <td>WRITTEN(SUBJAIN)</td> <td>WRITTEN (SIDE)</td> </tr> <tr> <td colspan="2">RESPONSES</td> <td colspan="2">HIDDEN RESPONSES/MESSAGES</td> </tr> <tr> <td colspan="2">CLEAR</td> <td colspan="2">CLEAR</td> </tr> </table>		VIDEO	VOICE	WRITTEN(SUBJAIN)	WRITTEN (SIDE)	RESPONSES		HIDDEN RESPONSES/MESSAGES		CLEAR		CLEAR		RESPONSE MATRIX (BELOW) Fill in
VIDEO	VOICE	WRITTEN(SUBJAIN)	WRITTEN (SIDE)													
RESPONSES		HIDDEN RESPONSES/MESSAGES														
CLEAR		CLEAR														
GroupOptions.com OPEN MEMBERSHIP GOAL SUPPORT GROUP FOCUS ON GOAL OF IMPROVING FITNESS		<table border="1"> <tr> <td>BEN</td> <td>MARY</td> <td>JEFF</td> <td>SANDY</td> </tr> <tr> <td>AMY</td> <td>DON:</td> <td>G</td> <td>BILL</td> </tr> <tr> <td>FAYE</td> <td>GARY</td> <td>JIMMY (LEADER)</td> <td>KAREN</td> </tr> </table>		BEN	MARY	JEFF	SANDY	AMY	DON:	G	BILL	FAYE	GARY	JIMMY (LEADER)	KAREN	Replies NO ? -- + C YES Etc.
BEN	MARY	JEFF	SANDY													
AMY	DON:	G	BILL													
FAYE	GARY	JIMMY (LEADER)	KAREN													
PERSONAL ACTIVITY BOX: VOICE ONLY FORMAT V: KAREN TO GROUP: "SEE YOU ALL LATER. I HAVE TO GO."		Expressions () () () () () () () () ()		Feelings Words Happy Frustrated Etc.												
COMMUNICATIONS/TRANSFER CENTER <table border="1"> <tr> <td>OBSERVER BOX</td> <td>DANNY G. X</td> </tr> <tr> <td></td> <td>JULIE W</td> </tr> <tr> <td></td> <td>MARGE B</td> </tr> </table>		OBSERVER BOX	DANNY G. X		JULIE W		MARGE B	Response Styles Detective Magician ETC.		Curative Factors Advice Universality Cohesion Etc.						
OBSERVER BOX	DANNY G. X															
	JULIE W															
	MARGE B															
		Other Categories														

Figure 1: Schematic representation of the experimental design. The diagram shows a flow from 'Study 1' to 'Study 2'. Study 1 involves 'Pretest' and 'Main Study'. Study 2 involves 'Pretest' and 'Main Study'. The 'Main Study' in both studies involves 'Participants' and 'Conditions'. The 'Conditions' are 'Control' and 'Intervention'. The 'Intervention' is 'Cognitive Behavioral Therapy (CBT)'. The 'Control' is 'Waitlist Control'. The 'Participants' are 'Students'. The 'Conditions' are 'Control' and 'Intervention'. The 'Intervention' is 'Cognitive Behavioral Therapy (CBT)'. The 'Control' is 'Waitlist Control'. The 'Participants' are 'Students'.

12

FIG. 12

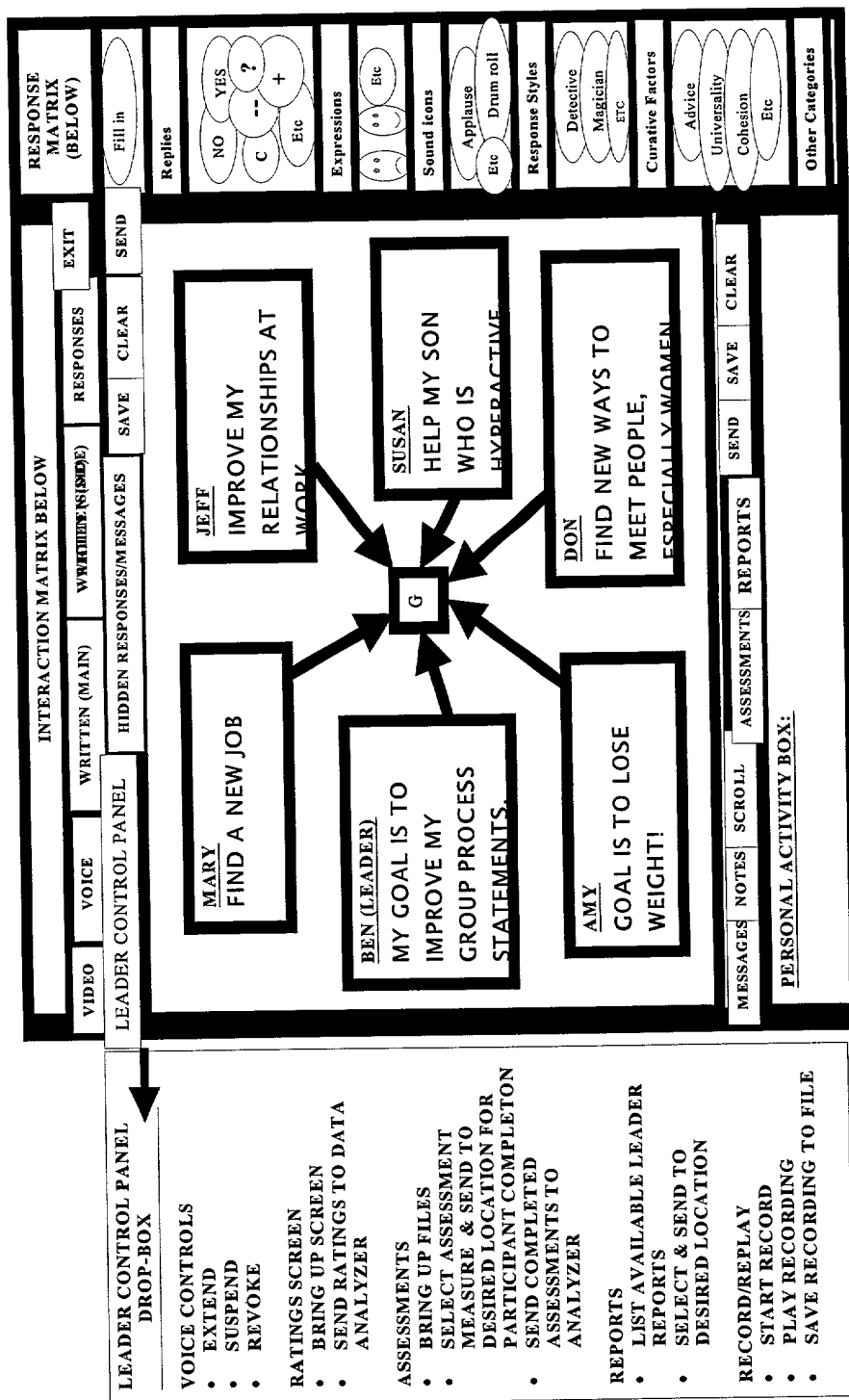


FIG. 13

TYPES OF PROGRAMS/FILES AND MODES OF ACCESS IN SYSTEM

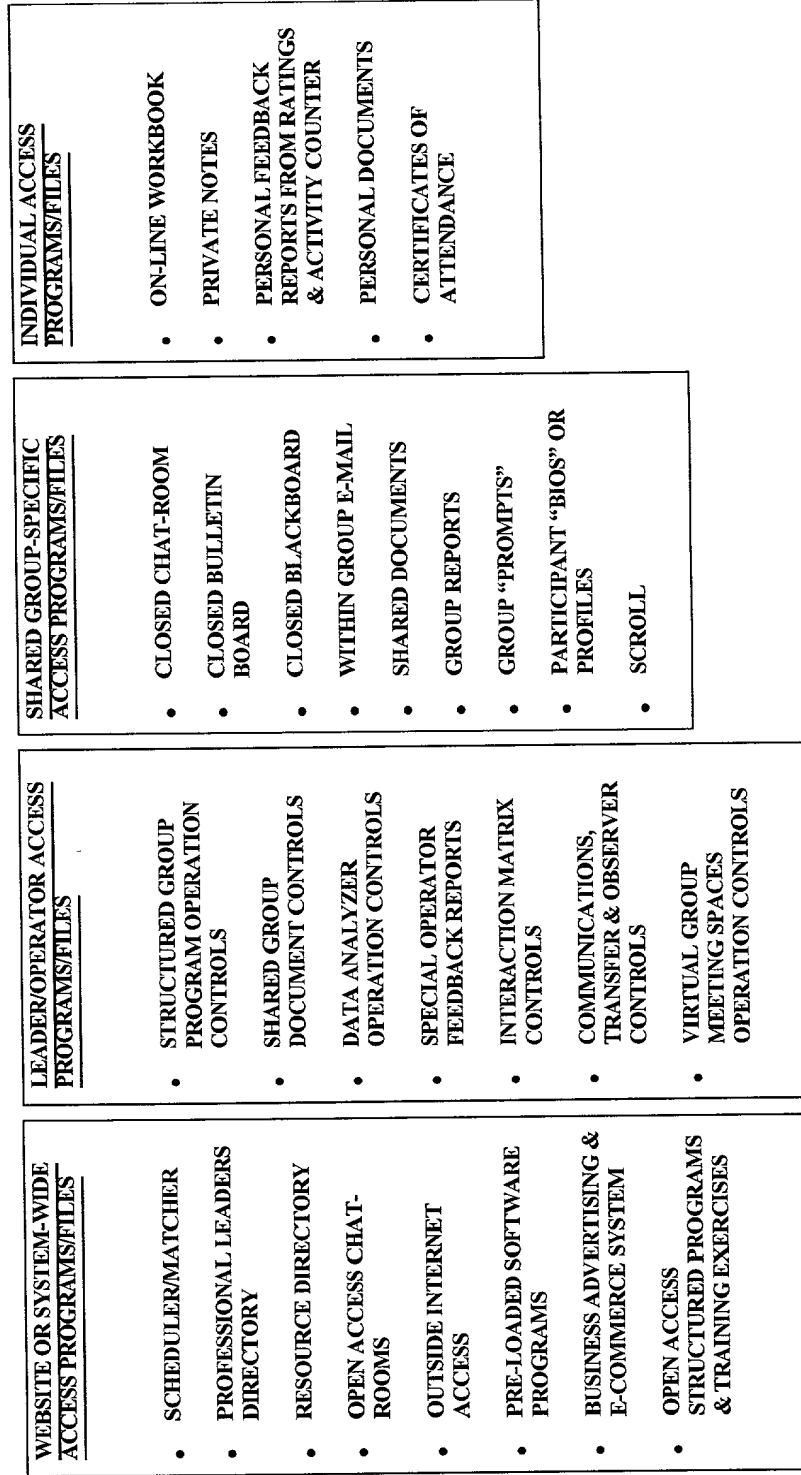


FIG. 14

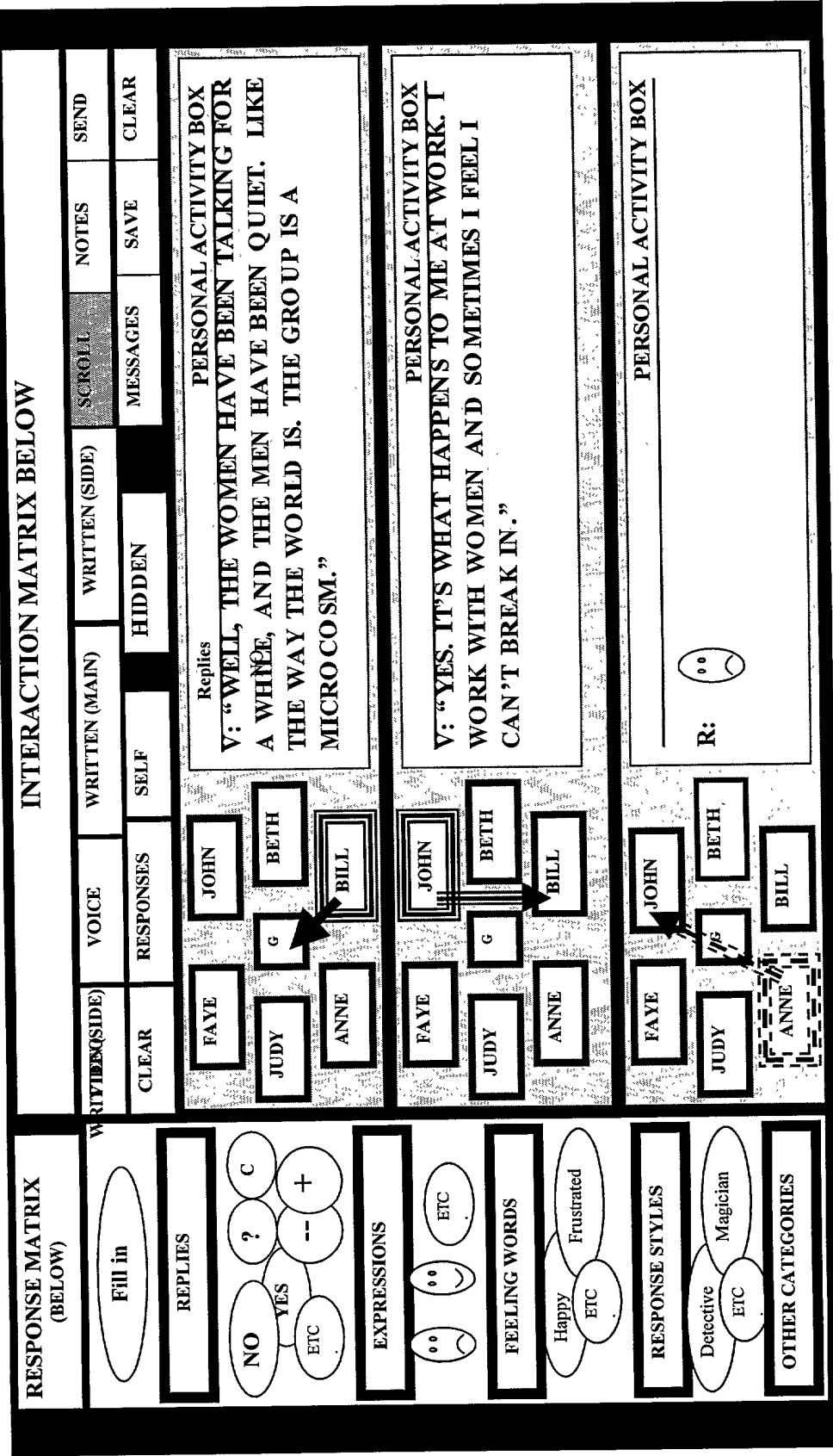



FIG. 15

INTERACTION MATRIX BELOW					RESPONSE MATRIX (BELOW)		
VIDEO	VOICE	WRITTEN (MAIN)		WRITTEN (SIDE)			
CLEAR	RESPONSES	SELF	HIDDEN				
SCROLL	MESSAGES	NOTES	SEND Replies	SAVE	CLEAR		
G	JOHN'S SCREEN		Personal Activity Box				
FAYE	JOHN	BETH					
JUDY	ANNE	BILL					
ACCESS/ACTIVITY BOX: TEXT ONLY SCROLL FORMAT							
<p>HM: ANNE TO JOHN (ACTUAL MESSAGE APPEARS IN JOHN'S ACTIVITY BOX ONLY)</p> <p>V: BETH TO BILL: "BILL, WHY DID YOU RATE YOURSELF SO LOW—ONLY A THREE?"</p> <p>V: BILL TO BETH: "I DIDN'T REALLY DO MUCH OF ANY WORK ON MY GOAL."</p> <p>S: FAYE: </p>							

[illegible]

POST-GROUP QUESTIONNAIRE

1 = not at all helpful, 7 = extremely helpful

3. Dave _____ (This is the member filling out form. Member does not rate self.)
 4. Susan _____

Question	2 (Rating)	3 (Rating)	4 (Rating)	5 (Rating)	6 (Rating)	7 (Rating)	8 (Rating)	9 (Rating)	10 (Rating)	11 (Rating)	12 (Rating)	13 (Rating)	14 (Rating)	15 (Rating)	16 (Rating)	17 (Rating)	18 (Rating)	19 (Rating)	20 (Rating)	21 (Rating)	22 (Rating)	23 (Rating)	24 (Rating)	25 (Rating)	26 (Rating)	27 (Rating)	28 (Rating)	29 (Rating)	30 (Rating)	31 (Rating)	32 (Rating)	33 (Rating)	34 (Rating)	35 (Rating)	36 (Rating)	37 (Rating)	38 (Rating)	39 (Rating)	40 (Rating)	41 (Rating)	42 (Rating)	43 (Rating)	44 (Rating)	45 (Rating)	46 (Rating)	47 (Rating)	48 (Rating)	49 (Rating)	50 (Rating)	51 (Rating)	52 (Rating)	53 (Rating)	54 (Rating)	55 (Rating)	56 (Rating)	57 (Rating)	58 (Rating)	59 (Rating)	60 (Rating)	61 (Rating)	62 (Rating)	63 (Rating)	64 (Rating)	65 (Rating)	66 (Rating)	67 (Rating)	68 (Rating)	69 (Rating)	70 (Rating)	71 (Rating)	72 (Rating)	73 (Rating)	74 (Rating)	75 (Rating)	76 (Rating)	77 (Rating)	78 (Rating)	79 (Rating)	80 (Rating)	81 (Rating)	82 (Rating)	83 (Rating)	84 (Rating)	85 (Rating)	86 (Rating)	87 (Rating)	88 (Rating)	89 (Rating)	90 (Rating)	91 (Rating)	92 (Rating)	93 (Rating)	94 (Rating)	95 (Rating)	96 (Rating)	97 (Rating)	98 (Rating)	99 (Rating)	100 (Rating)
Question 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100

1 = not at all satisfied, 7 = extremely satisfied Rate here _____

Question 4: How much progress will you make? Rate here

1 - almost	none	7 = great progress	Rate here
------------	------	--------------------	-----------

Question 5: Did you ^{set} some specific homework goals for this week? If so, what

SCROLL

Virtual Private Office (V.P.O) Door Below (3)

MESSAGES FROM VPO DOOR BELOW

(Ben sends message back): We finish at 5 p.m. Will you still be here then? Ben

Video Voice

AMV

MESSAGES	NOTES	SCROLL
----------	-------	--------

Responses

SUSAN

DAVE: I'm ready

detective
magician
etc.

FIG. 16B

- LEADER CONTROL PANEL DROP-BOX**
- VOICE CONTROLS**
 - EXTEND
 - SUSPEND
 - REVOKE
 - RATINGS SCREEN**
 - BRING UP SCREEN
 - SEND RATINGS TO DATA ANALYZER
 - ASSESSMENTS**
 - BRING UP FILES
 - SELECT ASSESSMENT MEASURE & SEND TO DESIRED LOCATION FOR PARTICIPANT COMPLETION
 - SEND COMPLETED ASSESSMENTS TO ANALYZER
 - REPORTS**
 - LIST AVAILABLE LEADER REPORTS
 - SELECT & SEND TO DESIRED LOCATION
 - RECORD/REPLAY**
 - START RECORD
 - PLAY RECORDING
 - SAVE RECORDING TO FILE

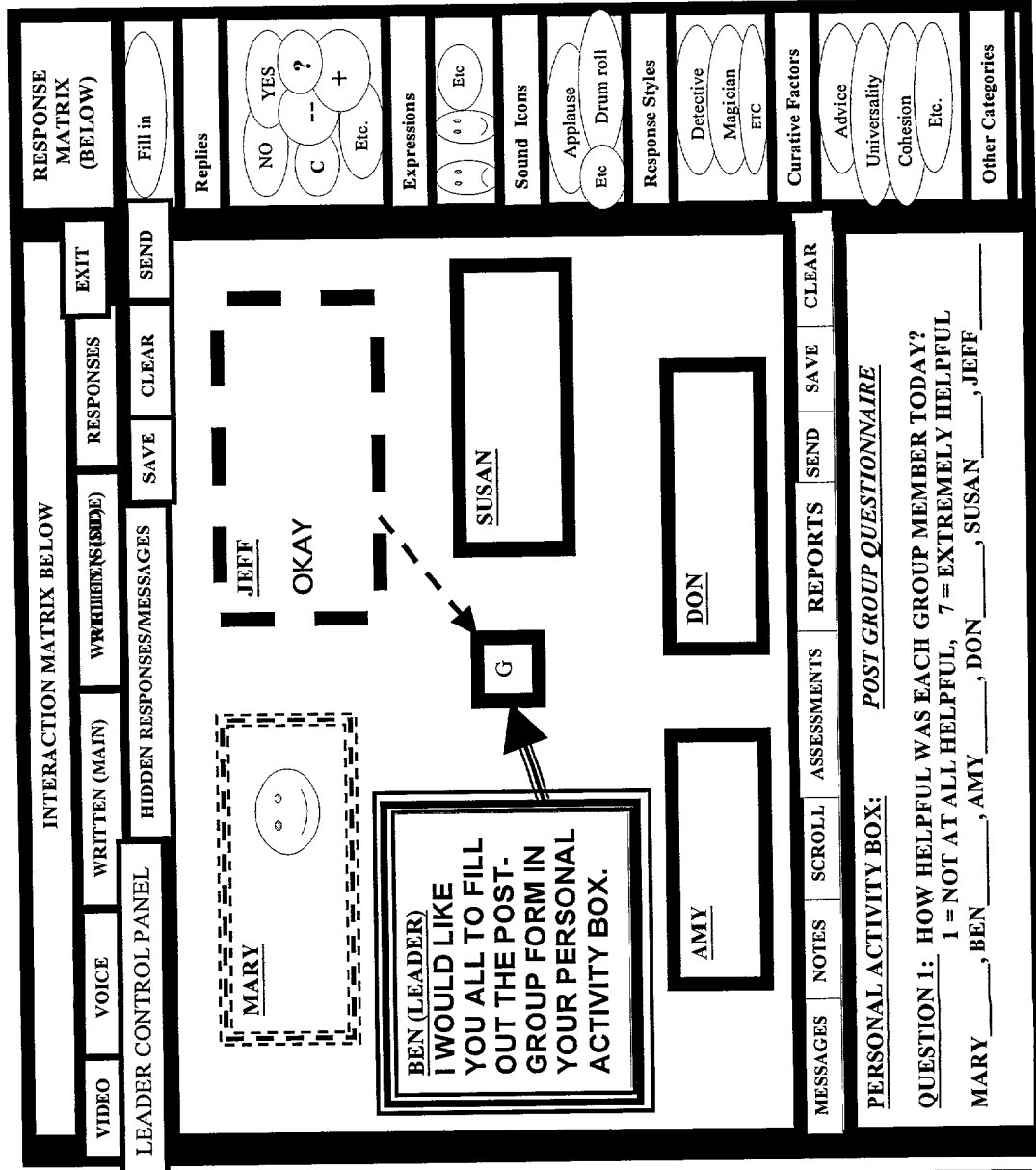


FIG. 16C

LEADER'S POST-GROUP FEEDBACK REPORT

Question 1 (Rating Others) HOW HELPFUL WAS EACH GROUP MEMBER TODAY?

1 = not at all helpful, 7 = extremely helpful

Rating Grid					Average actor ratings				
XXXXX	Beth	Amy	Dave	Susan	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
Beth	X	6	4	2	4				
Amy	5	X	4	3	4				
Dave	3		X	3	4.33				
Susan	4	6	7	X	5.66				

GM = 4.5

GM = 4.5

4 6.33 5 2.66

Average partner ratings

Question 2 (Rating Self) HOW MUCH PROGRESS OVERALL DID YOU MAKE ON YOUR GOALS OVER THE PAST WEEK? 1 = almost none, 7 = great progress

Beth 7 Amy 4 Dave 6 Susan 7 Average Rating 6

Question 3 (Rating Group) HOW SATISFIED ARE YOU WITH TODAY'S GROUP MEETING?

1 = not at all satisfied, 7 = extremely satisfied

Beth 6 Amy 3 Dave 6 Susan 6 Average Rating 5.2

Question 4: How much progress did you make on your homework over the past week?

1 = almost none, 7 = great progress

Beth 7 Amy 5 Dave 6 Susan 5 Average Rating 5.7

Question 5: Did you set some specific homework goals for this week? If so, what are they?

Beth Monitor my behaviors more carefully

Amy

Dave

Susan

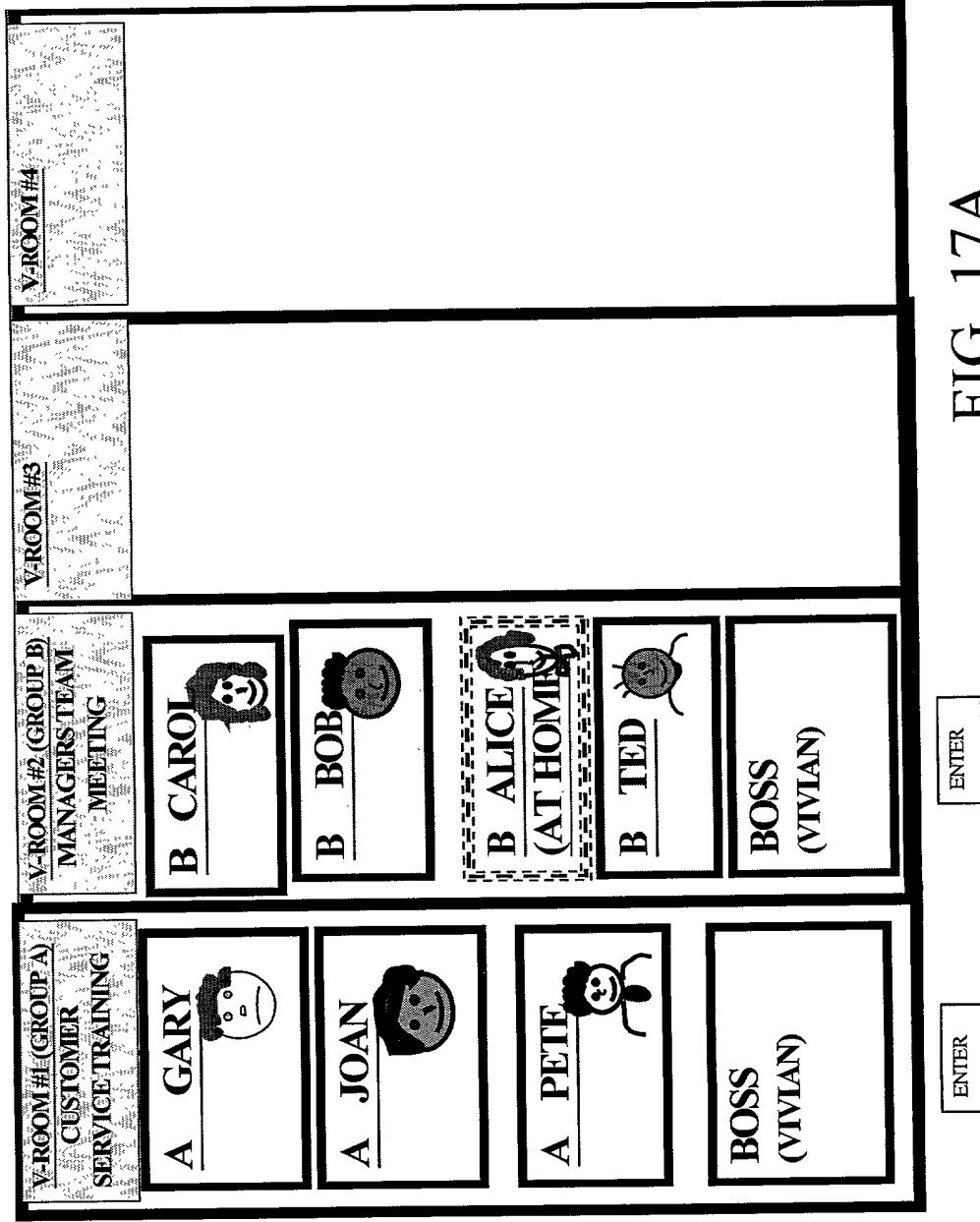
Question 6: Do you have anything you want to let the leaders know before the next group meeting?

Beth

Amy I don't feel like I'm getting much out of the group lately.

Dave

Susan

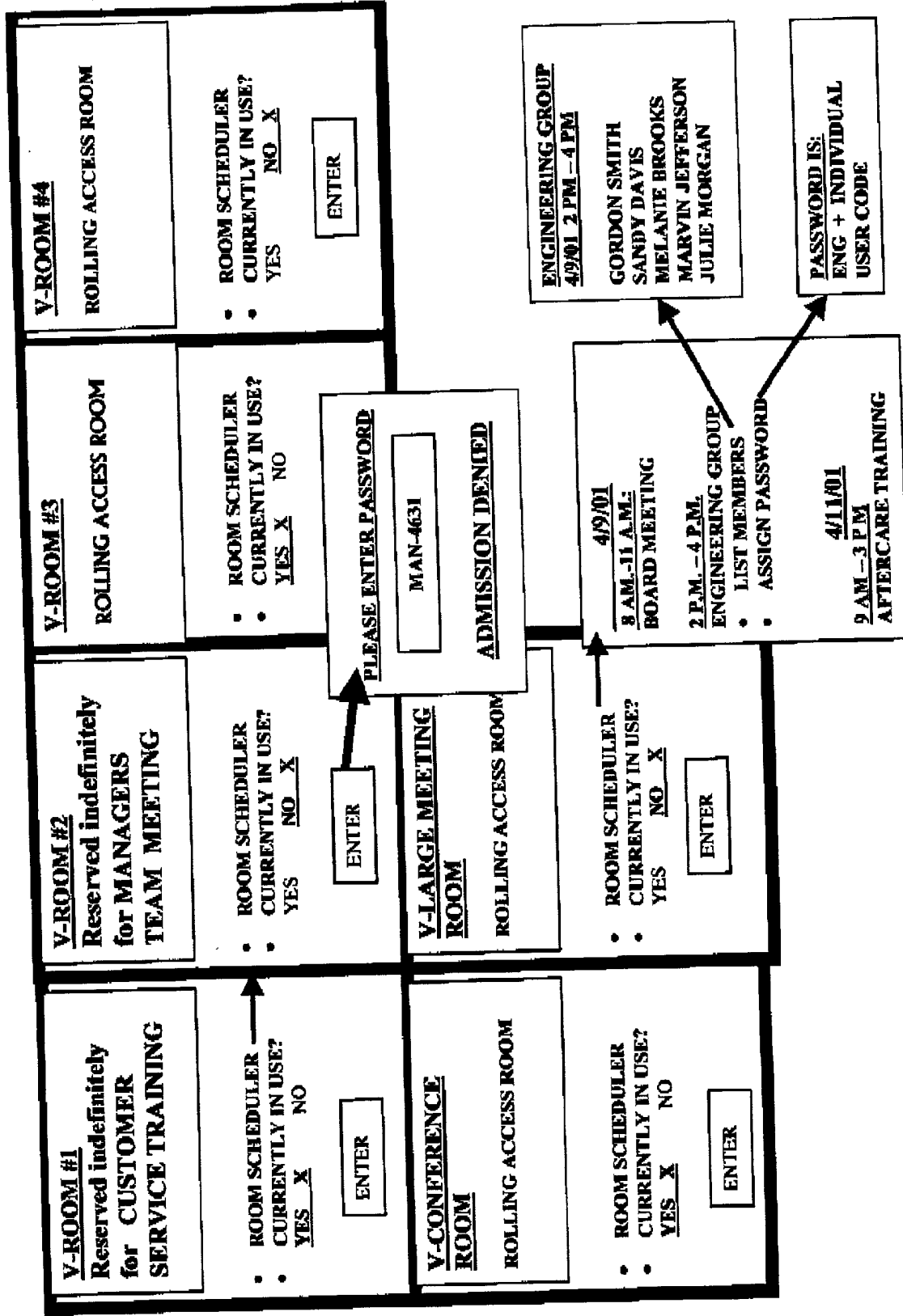


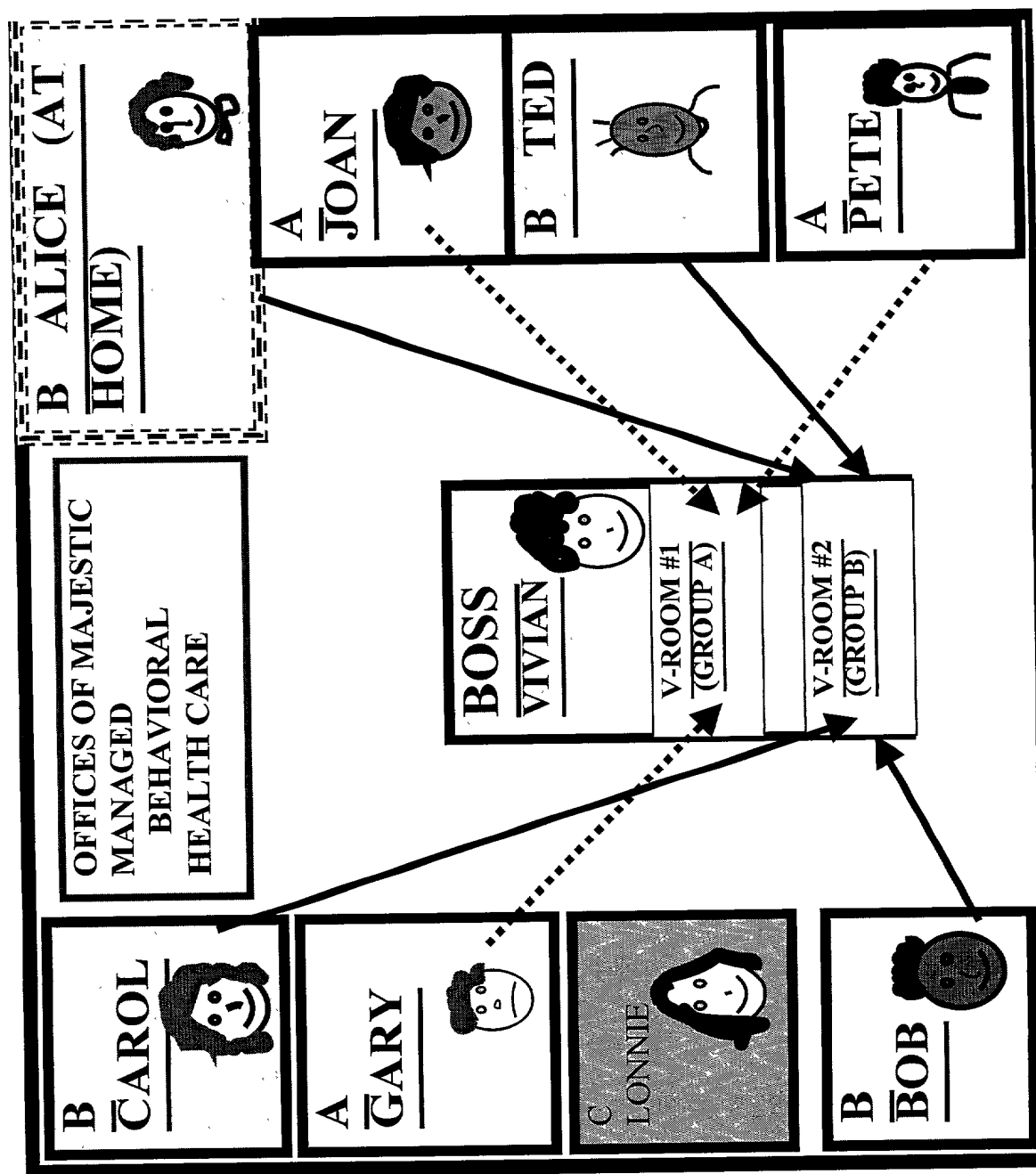
ENTER

ENTER

FIG. 17A

FIG. 17B





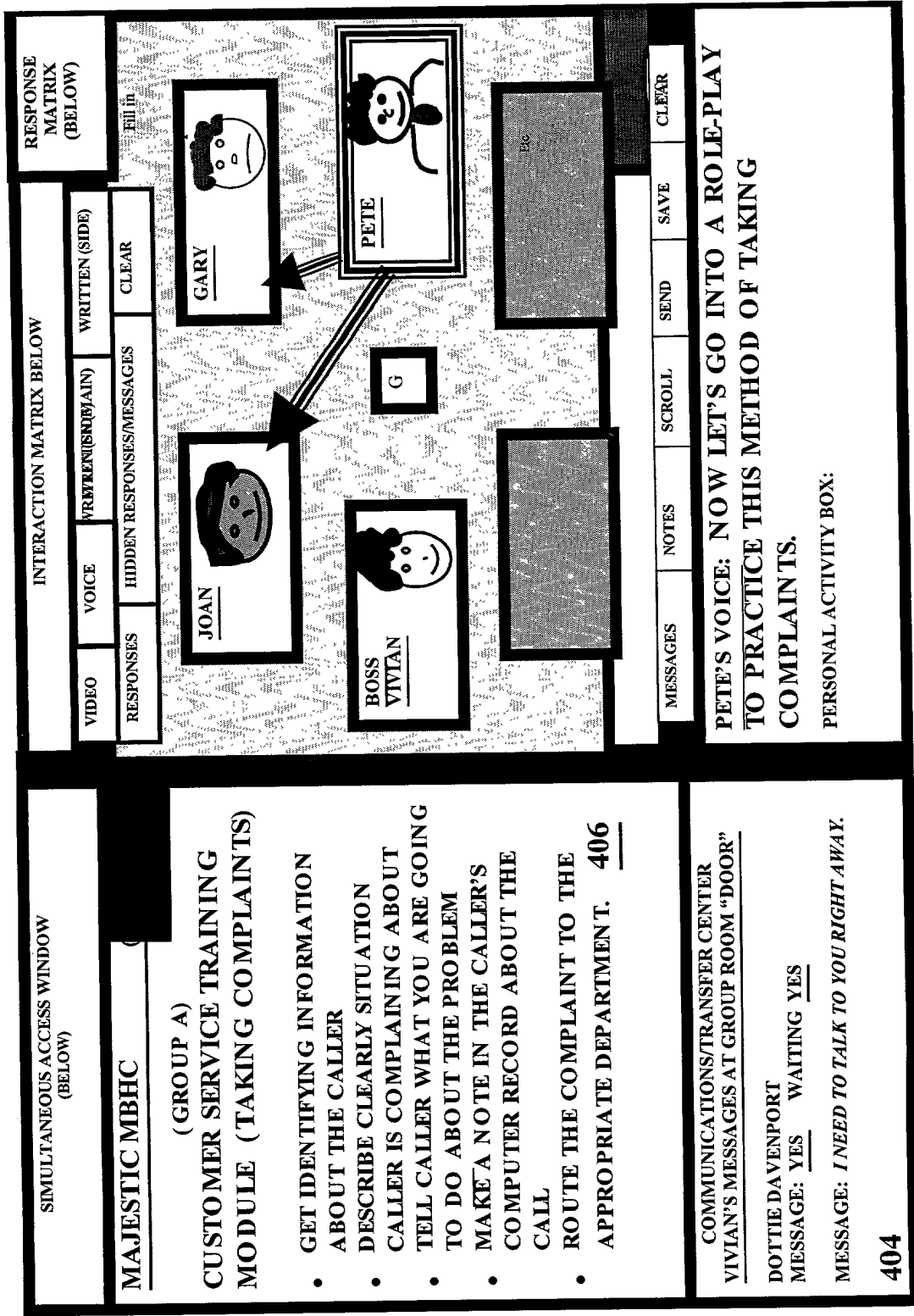


FIG. 19

**SIMULTANEOUS ACCESS WINDOW
(BELOW)**

MAJESTIC MBHC (V-ROOM #1)

(GROUP A)

**CUSTOMER SERVICE TRAINING
MODULE (TAKING COMPLAINTS)**

ROLE-PLAY #1

AN GRY CALLER STATES THAT THE
THERAPIST TO WHOM SHE WAS
REFERRED REFUSED TO GIVE HER AN
EVENING APPOINTMENT AS PROMISED.

COMMUNICATIONS/TRANSFER CENTER
VIVIAN'S MESSAGES AT GROUP ROOM "DOOR"

DOTTIE DAVENPORT
MESSAGE: YES WAITING YES

VIVIAN'S MESSAGE TO DOTTIE: I WILL JUST BE A
FEW MORE MINUTES, AND THEN I'LL CALL YOU AT
YOUR OFFICE.

INTERACTION MATRIX BELOW

**RESPONSE
MATRIX
(BELOW)**

WRITTEN (SIDE)

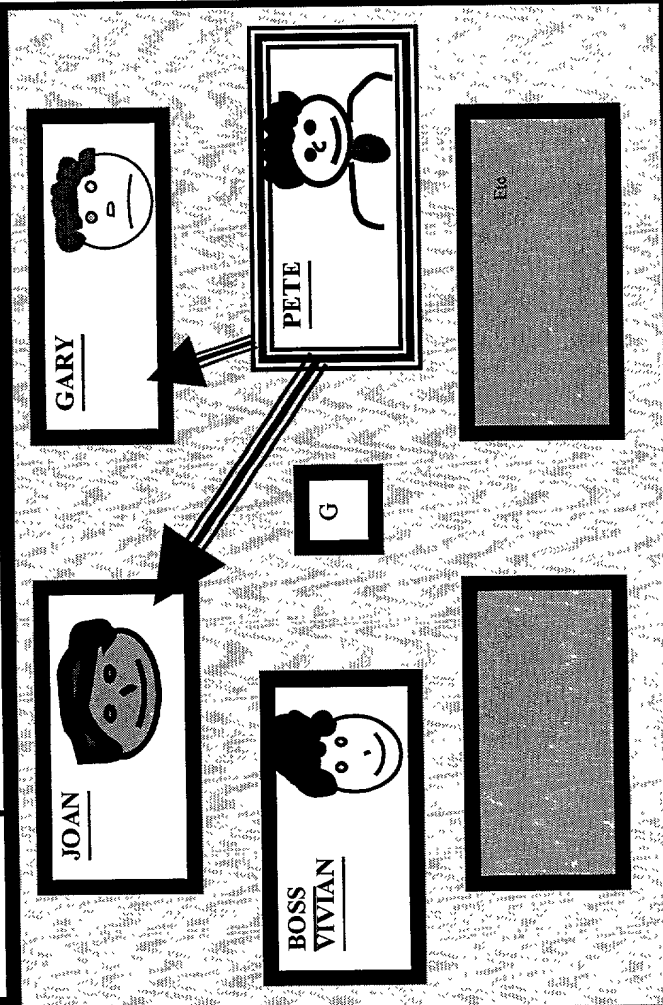
VOICE

VRMYREN(SND/AIN)

CLEAR

HIDDEN RESPONSES/MESSAGES

RESPONSES



CLEAR

SAVE

SEND

SCROLL

NOTES

MESSAGES

PETE'S VOICE: JOAN, I'D LIKE YOU TO PLAY THE
ROLE OF THE ANGRY CALLER. GARY, I WANT
YOU TO PLAY THE ROLE OF THE CUSTOMER
SERVICE REPRESENTATIVE.

FIG. 20

FIG. 21A is a schematic diagram of a computer system for a video conference. The system includes a host computer 100, a video camera 110, a video monitor 120, a keyboard 130, a microphone 140, and a speaker 150. The host computer 100 is connected to the video camera 110, the video monitor 120, the keyboard 130, the microphone 140, and the speaker 150. The video camera 110 is connected to the video monitor 120. The microphone 140 is connected to the host computer 100. The speaker 150 is connected to the host computer 100. The host computer 100 is also connected to a network 160, which is connected to a remote computer 170. The remote computer 170 is also connected to a video camera 180, a video monitor 190, a keyboard 200, a microphone 210, and a speaker 220. The remote computer 170 is connected to the video camera 180, the video monitor 190, the keyboard 200, the microphone 210, and the speaker 220. The video camera 180 is connected to the video monitor 190. The microphone 210 is connected to the remote computer 170. The speaker 220 is connected to the remote computer 170. The remote computer 170 is also connected to the network 160, which is connected to the host computer 100.

SIMULTANEOUS ACCESS WINDOW
(BELOW)

MAJESTIC MBHC (V-ROOM #2)

(GROUP B)

MANAGERS TEAM MEETING:
CLAIMS PROCESSING

PURPOSE: TO DISCOVER WHY SO MANY CLAIMS ARE GETTING KNOCKED OUT AND TO FIGURE OUT A WAY TO FIX THE PROBLEM.
(CAROL WROTE THIS.)

COMMUNICATIONS/TRANSFER CENTER
(BELOW)

INTERACTION MATRIX BELOW

VIDEO

VOICE

WRITTEN(SN/MAIN)

WRITTEN (SIDE)


RESPONSES

HIDDEN RESPONSES/MESSAGES


CLEAR

RESPONSE MATRIX
(BELOW)


TED: (Providers)




VIVIAN (BOSS)




CAROL: (Claims)




ALICE: (Authorizations)



BOB: (Computers)



G



MESSAGES

NOTES

SCROLL

SEND

SAVE

CLEAR

CAROL'S VOICE: "I'VE BEEN ASSIGNED THE POSITION OF "TEAM LEADER" FOR THIS ONE. WE'RE SUPPOSED TO FIGURE OUT WHY WE HAVE SO MANY KNOCKED OUT CLAIMS AND COME UP WITH A PLAN TO FIX THE PROBLEM. I'LL WRITE OUR PURPOSE IN ON OUR MINUTES FORM. IS EVERYBODY ON BOARD?"

FIG. 21A

... ..

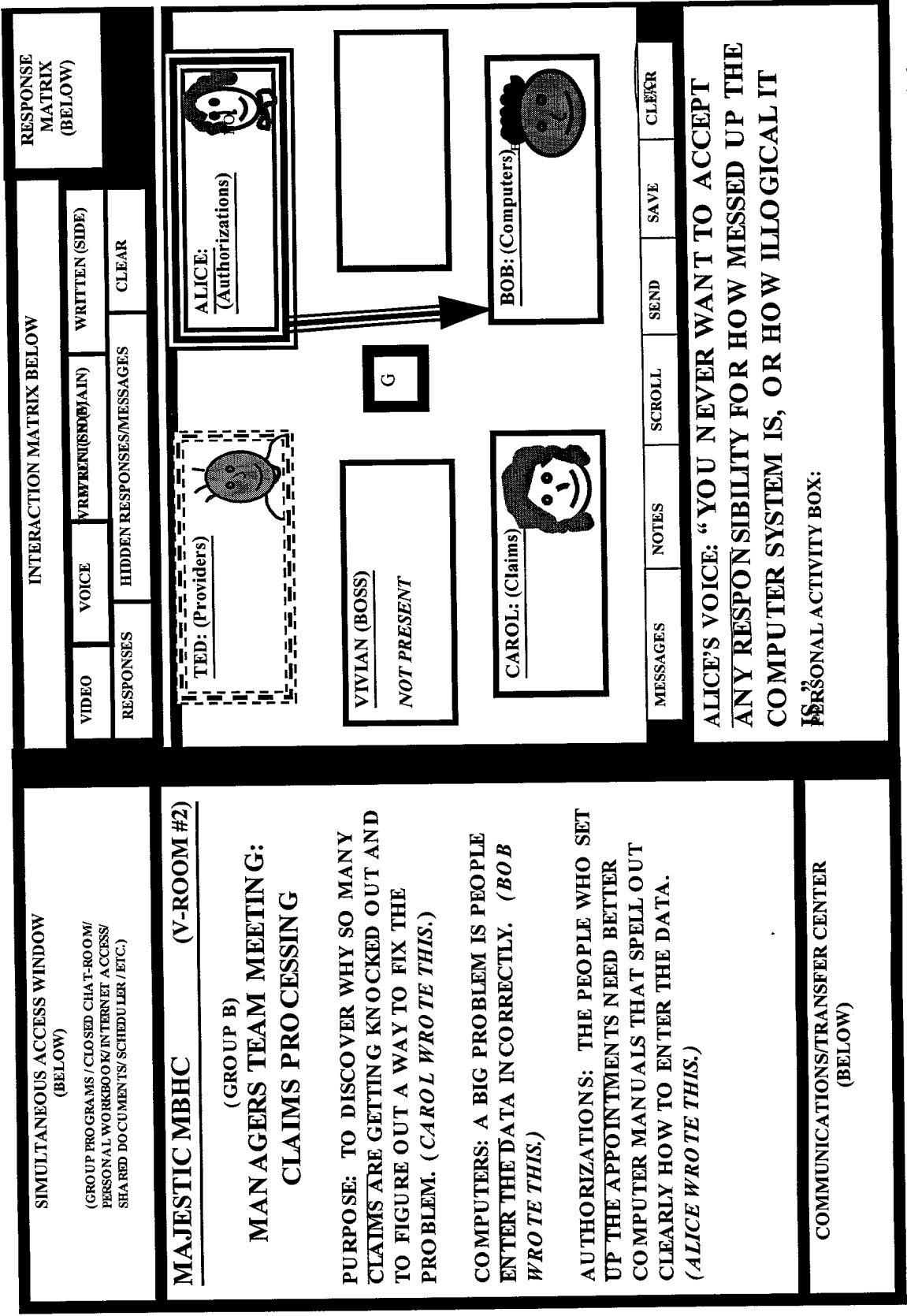


FIG. 22

STRUCTURED GROUP PROGRAM COMPONENT BELOW	PROGRAM #1: (DEFAULT PROGRAM) GROUP-SUPPORTED GOAL ATTAINMENT PROGRAM	PROGRAM #2: (SAMPLE NEW STRUCTURED GROUP PROGRAM) GROUP-SUPPORTED SOCIAL SKILLS TRAINING PROGRAM
<u>PRESENTATION MATERIALS</u> (e.g. VIDEOS, TEXT, SLIDES, PHOTOS, LECTURE MATERIAL)	e.g. LECTURE MATERIAL ABOUT THE WHOLE PERSON MODEL AND HOW TO FIGURE OUT WHAT GOALS WOULD MEET THE NEEDS OF THE "WHOLE PERSON"	e.g. LECTURE MATERIAL ABOUT DIFFERENT TYPES OF SOCIAL SKILLS, INCLUDING MAKING A REQUEST, SAYING "NO", MEETING SOMEONE NEW, AND ACTIVE LISTENING SKILLS.
<u>TRAINING EXERCISE PACKAGE</u> (e.g. ROLE-PLAYING EXERCISES, ETC.)	e.g. EXERCISES PRACTICING DIFFERENT WAYS OF RESPONDING IN A GROUP	e.g. PRESENTING DIFFERENT SOCIAL SITUATIONS AND MODELING APPROPRIATE BEHAVIOR.
<u>PROMPTS</u>	e.g. PROMPTS CONSISTING OF STATEMENTS FOCUSED ON GROUP PROCESS AND GETTING A PARTICIPANT "UNSTUCK".	e.g. STATEMENTS THAT MAKE SUGGESTIONS TO A PARTICIPANT IN A ROLE-PLAY EXERCISE TO FACILITATE AN EFFECTIVE RESPONSE.
<u>ASSESSMENTS & FEEDBACK REPORTS</u>	e.g. POST-GROUP QUESTIONNAIRE	e.g. SOCIAL ANXIETY INVENTORY WHICH ASSESSES LEVEL OF ANXIETY IN SOCIAL SITUATIONS
<u>RESPONSE MATRIX VOCABULARIES</u>	e.g. FACIAL EXPRESSION ICONS, RESPONSE STYLE ICONS, SOUND ICONS, REPLY ICONS	e.g. TERMS ADDRESSING FACIATORS TO CONSIDER WHEN RESPONDING ASSERTIVELY, LIKE "OBJECTIVES", "RIGHTS", "RESPECT", ETC.
<u>WORKBOOK</u>	e.g. GOAL ATTAINMENT SCALING TOOLS THAT HELP PEOPLE CHOOSE WHAT GOALS THEY WANT TO PURSUE & BREAK THE GOALS DOWN INTO STEPS	e.g. HOMEWORK ASSIGNMENTS THAT INSTRUCT PARTICIPANTS TO SEEK OUT A PARTICULAR SITUATION IN THE "REAL WORLD", PRACTICE NEWLY LEARNED SKILLS, & SELF-RATE PERFORMANCE

FIG. 23A

Sample Sections from Goal Attainment Strategies Workbook For Three Group Members—Section #1

STATED GOAL	AMY			MARY			SUSAN		
	Lose weight			Find better job.			Help child with ADHD		
Steps for reaching goal	1 st —write down all foods eaten for one week.			1 st —Read several books on the topic of changing jobs.			1 st —Make appt with child's teacher to discuss school problems.		
	2 nd —write out diet for the following week.			2 nd —Send out at least two resumes per week on jobs that look good.			2 nd —Come up with mutual plan for getting homework under control (e.g. set time, place, rewards for homework completion)		
	3 rd —Plan an exciting outing at the end of successful dieting week.			3 rd —Make telephone calls to companies that are interesting and inquire about possible position openings.			3 rd —Find some activity that can be done as family to reinforce child's strengths.		

FIG. 23B

Sample Sections from Goal Attainment Strategies Workbook For Three Group Members—Section #2

STATED GOAL	AMY	MARY	SUSAN
	Lose weight	Find better job.	Help child with ADHD
Changes that will be required to different aspects of my "whole self" in order to accomplish my goal	<p>Physical: I will have to get my mind in more control, less unconscious eating.</p> <p>Emotional: I will have to stop eating when I'm feeling anxious & find other ways to deal with anxiety.</p> <p>Cognitive: I will have to stop thinking negative thoughts about myself.</p> <p>Interpersonal: I will have to find friends who will support me in my desire to stop eating junk food.</p> <p>Motivational: I will have to think of other rewards besides eating the wrong kinds of foods.</p> <p>Spiritual: I will have to meditate more and ask for strength and guidance if I am ever gone to reach my goal.</p>	<p>Physical: It's stressful looking for a good job. I need to do regular exercise to keep anxiety under control.</p> <p>Emotional: I need to practice meditation and systematic relaxation in order to keep the tension from building up.</p> <p>Cognitive: I need to avoid negative thinking.</p> <p>Interpersonal: I need to meet new friends and do some "networking" to find out what else is out there.</p> <p>Motivational: I need to think of ways to reward myself when I make myself do uncomfortable things.</p> <p>Meaning: I need to accept that finding a new job is very important to me, but not overdo it with feelings of worthlessness if it doesn't happen quickly.</p>	<p>Physical: I need to take care of myself, because if I don't I just get frazzled and irritable and that doesn't help. Good diet, exercise, and sleep are essential.</p> <p>Emotional: I will have to stop ruminating all the time about this problem. I need to have a life outside of this problem.</p> <p>Cognitive: Only allow myself to think about this problem at predetermined times.</p> <p>Interpersonal: Stop talking to friends and family about problem, as it doesn't help.</p> <p>Motivational: I'm already very motivated to work on this problem. Probably too much so. I need to CHILL.</p> <p>Philosophical: I know that I will look back on this sometime and realize I was making way too much of a big deal about it. Get some perspective.</p>

FIG. 24A

SAMPLE GROUP INTERACTION TRAINING MODULE—PAGE 1

Overview:

This module will begin with the “professor” explaining that there are different ways people can respond to the statements or requests of others. These types of responses can be represented by different “characters” to aid in understanding.

Then the professor will interview several people who make an initial statement about a goal or problem or experience. Then the response grid will appear again and people can click on each character to see what type of response each character would make.

After several demonstrations, participants will be asked to take turns being the “speaker” and other people will be asked to take turns responding according to the different response types. Other participants will guess the response type that is being portrayed. The participants will be given a list of potential initial statements, or they may choose one of their own. Participants may choose to carry on with one conversation line for a while, stopping to determine what types of responses are being made.

It is recommended that participants practice making all types of responses. They will also be encouraged to think about what types of responses they prefer to get from others (when they are the speaker) and what types of responses they feel most comfortable making. Participants are encouraged to ask each other questions about how it feels to give and receive different types of responses.

Demonstration:

Speaker: “I spent all that time interviewing and negotiating for that job, and now they say there isn’t even a position any more. I can’t go back to square one!”

FIG. 24B

SAMPLE GROUP INTERACTION TRAINING MODULE—PAGE 2

DETECTIVE	MAGICIAN	FOREMAN	JUDGE
Icon: Inspector Gadget Type Character M.O.: Eager to track down the facts of the case—grills for details. Response: “At what point did you suspect that something was wrong? Did they tell you this after you told them how much you wanted?”	Icon: Classic magician M.O. Tries to make the problem disappear by telling the speaker it isn’t there. Response: “You’ve been saying that you weren’t even sure that you wanted a new job, things are going so much better at work now.”	Icon: Hardhat guy M.O. Tries to keep the speaker too busy to think about a problem, assigning busy-work Response: “I think you should get on that phone and call every person you interviewed with and then send them each a letter telling them how much you would like to work with their company.”	Icon: Robed with gavel M.O. Gives rational explanations to show the speaker that his/her own actions have caused the present situation. Response: “You know better than to put so much energy into one thing. You should have been interviewing at other places at the same time, not setting yourself up for failure.”
Swami	Sign Painter	Drill Sergeant	Guru
Florist	Kick-in-the-Pants Guy	Shrink (Interpreter)	Advice-Giver
Empathy-Giver	Self-Discloser	Feedback-Giver	Process Analyzer

FIG. 25A

SCHEDULER SCREEN

CLICK HERE TO ENTER CURRENTLY RUNNING GROUPS

Immediate Goal Support Group (leaderless) (up to ten people) written format only
Written plus voice

Immediate Group Interaction Training Group (leaderless) (up to 10 people) written format only
Written plus voice

CLICK HERE TO REVIEW ON-GOING GROUPS OFFERED

CLICK HERE TO SIGN ON TO GROUP YOU HAVE ALREADY REGISTERED FOR
Your password _____ Group's password _____

CLICK HERE TO ACCESS YOUR PERSONAL GOAL ATTAINMENT WORKBOOK
Your password _____

CLICK HERE TO SIGN UP FOR PERSONAL PASSWORD & WORKBOOK

CLICK HERE TO GO TO PROFESSIONAL LEADER REGISTRY

CLICK HERE TO GO TO ON-LINE RESOURCE DIRECTORY

CLICK HERE TO GET INFORMATION ABOUT THIS WEBSITE (PURPOSE, SECURITY,
HELP)

FIG. 25B

SPECIAL REQUEST GROUP SIGN-UP SCREEN

PLEASE CLICK TO MAKE YOUR PREFERENCES FOR SPECIAL ON-GOING GROUPS:

- Leadership Style:**
- a) Leaderless
 - b) With Leader
- Type of Communication:**
- a) written only
 - b) written and
 - c) audiovisual
- Group Format:**
- a) one time only
 - b) 6 week on-going, same group members
 - c) 6 week on-going, open format to different members

- Age:**
- a) No preference
 - b) Prefer 13-19
 - c) Prefer 20-35
 - d) Prefer 35 & over
 - e) Prefer Seniors

- Marital Status:**
- a) No Preference
 - b) Prefer Single
 - c) Prefer Married

- Language:**
- a) English
 - b) Spanish
 - c) Japanese

- Desired Focus:**
- a) No preference (general)
 - b) Addictions
 - c) Parent Issues
 - d) Work and Career Change
 - e) Health & Physical Fitness

- Other desired features:**
- a) Special geographical area write in _____
 - b) Special institutional setting (like a university) enter here _____
 - c) Special focus enter here _____

Congratulations. There is a group meeting with your preferences on _____.
If you would like to register for this group, please click here.

We are sorry, but there is no match currently available with your stated preferences. Please enter your e-mail address, and you will be contacted as soon as a group is available.

FIG. 25C

REVIEW AND SIGN-UP FOR ONGOING GROUPS SCREEN

LEADERLESS GROUPS WITH CLOSED MEMBERSHIP:

Wednesdays, 3 p.m., starting on May 21, 2000, running for 6 weeks, consecutively
Sign up below by writing first name and password

1. _____
2. _____

PROFESSIONALLY LED GROUPS WITH CLOSED MEMBERSHIP:

Thursdays, 7 pm, starting on May 22, 2000, running for 6 weeks, consecutively

1. _____
2. _____

SPECIAL FOCUS GROUPS WITH CLOSED MEMBERSHIP:

Fridays, 10 p.m. on May 23, 2000, running for 6 weeks, consecutively
Group Focused on Goals related to Work
Led by Dr. James Smith, industrial psychologist

1. _____
2. _____

IF YOU WOULD LIKE TO MAKE A SPECIAL GROUP REQUEST, PLEASE CLICK HERE.

[illegible]35

FIG. 27A

SIMULTANEOUS ACCESS WINDOW (BELOW)		INTERACTION MATRIX BELOW				RESPONSE MATRIX (BELOW)	
		VIDEO	VOICE	WRITTEN(SIDE/AIN)	WRITTEN (SIDE)		
		RESPONSES		HIDDEN RESPONSES/MESSAGES		CLEAR	
<p>OPEN MEMBERSHIP GOAL SUPPORT GROUP FOCUS ON GOAL OF IMPROVING FITNESS GOAL ATTAINMENT STRATEGIES</p> <p>REWARDS</p> <p>OPPORTUNITIES</p>		<p>BEN MARY JEFF SANDY</p> <p>JULIE DON: G BILL DANNY</p> <p>FAYE GARY IMMY (LEADER)</p>				<p>Fill in</p>	
						Replies	
						<p>NO ?</p> <p>-- +</p> <p>C YES</p> <p>Etc.</p>	
						Expressions	
		MESSAGES	NOTES	SCROLL	SEND	SAVE	CLEAR
		PERSONAL ACTIVITY BOX: VOICE ONLY FORMAT					
		<p>V: MARY TO JIMMY: "WHAT ABOUT GETTING SOME KIND OF PROFESSIONAL HELP, LIKE A NUTRITIONIST. OR MAYBE JOINING WEIGHT WATCHERS OR O A?"</p>					
COMMUNICATIONS/TRANSFER CENTER							
<p>OBSERVER BOX</p> <p>MARGE B X</p> <p>ABE S</p>		TRANSFER					

[illegible]37